FACT SHEET: Student Behaviour Support – Logical Consequences

It is important that all students are taught what is expected of them and have opportunities to practise expected behaviours. A key role of the principal and all school staff is to set high expectations for behaviour and learning across the whole school community and for all students. Having clear expectations and consequences for behaviour allows schools to provide consistency in what they teach, acknowledge and correct in terms of student behaviour.

Positive Behaviour for Learning (PB4L) schools develop a school-wide system for teaching expectations to all students.

Teachers and leaders define, teach, reteach and model the expected behaviours. They provide regular opportunities for students to practise the expected behaviours in the settings in which they will be used. They also actively supervise students, promote the expected behaviour, prevent and correct inappropriate behaviour and acknowledge positive behaviour continuously.

Providing students with positive reinforcement for expected behaviours is one of the quickest and easiest ways to improve classroom behaviour and develop a positive classroom environment. Everyone needs positive feedback to learn and maintain a behaviour or skill. Behaviour is reinforced when we are provided with something we value following a desired behaviour. This may be verbal praise, non-verbal acknowledgement, earning of tokens, provision of tangible rewards, or opportunities to perform a task or participate in an activity.

When schools use the PB4L framework, inappropriate behaviour is seen as a behavioural error and students are provided with support to learn more appropriate behaviours.

Logical consequences for behaviour that contravenes school expectations are applied consistently, but with consideration of individual circumstances.

The Three R's of Logical Consequences

Teachers and leaders know the consequences are logical when they are consistent with the three R's: related, reasonable, and respectful (Otten, K.L. & Tuttle, J, 2011).

Related means that the consequence is clearly connected to the student's behaviour and its function e.g. a student makes a mess of a classroom, so they give up playtime to clean it up. A student is disruptive during learning time, so they practice/rehearse on-task behaviour during playtime.

Reasonable refers to not giving consequences for a student's inappropriate behaviour that are too severe or too far in the future. As educators applying logical consequences, we do not want to under-penalise or over-penalise. The "punishment" should fit the "crime."

Consequences need to be delivered with empathy in a calm, **respectful** tone of voice. It is important that teachers and leaders give a related, reasonable undesirable consequence but not in a lecturing, negative way. It is crucial that educators do not take the student's behaviour personally and stay calm and in control of their behaviour.

Undesirable consequences should be used only in combination with direct instruction of replacement behaviours, multiple prevention strategies, and high levels of positive reinforcement for exhibiting these replacement behaviours.

Problem-solving should be used following any removal from the class. It is a teaching opportunity where the student and teacher can review choices made, connect behaviour with consequences, and review previously taught replacement skills.

BCE Formal Sanctions

When implementing any formal sanction, Sacred Heart School ensures it follows the BCE procedures for formal sanctions (consequences). BCE formal sanctions include detention, suspension, negotiated change of school, and exclusion.

Privacy and Confidentiality

Employees who collect, hold, use, and disclose personal information must do so in accordance with the Privacy Act 1988 (Cth) (the Act), Australian Privacy Principles (APP), Privacy Statement on the BCE website, and BCE Privacy Policy and Procedure.

Personal information collected must not be shared by employees with anyone other than the individual about whom the information is collected or their legal guardian, unless the prior approval of the Principal or Manager has been obtained.

Personal information includes student conduct records and other behaviour notes/reports.

Personal and Confidential Information (including students' Personal Information), which employees obtain through their employment with BCE, must always be handled confidentially and in accordance with applicable legislation, the BCE Information Collection Notice and the BCE Privacy Policy. Such information must not be disclosed, unless permitted to be disclosed under those documents or unless permitted by law. This obligation continues after an employee ceases to be employed by BCE.

Sacred Heart School Student Behaviour Support Plan

At Sacred Heart School, we believe the most effective way to help students demonstrate behaviours optimal for learning is through a school-wide positive problem-solving approach. Visit the Postive Behaviour for Learning page on our school's website to access the Sacred Heart School Student Behaviour Support Plan.

Otten, K.L. & Tuttle, J. (2011). How to Reach and Teach Children with Challenging Behaviour. San Francisco, CA: John Wiley & Sons Inc